



STAIRS MOOC - Book of Modules

**Learn to do more - How to foster policy-related learning
to achieve meaningful change towards inclusive
education?**

MODULE 1

STAIRS – STAKEHOLDERS TOGETHER ADAPTING IDEAS TO READJUST LOCAL SYSTEMS
TO PROMOTE INCLUSIVE EDUCATION



Contributors

Adél Csernovitz, Tempus Public Foundation

Mondolat

Dr Angela Canny, Mary Immaculate College

Rory McGann

Ana Paula Silva (PhD), Universidade Lusófona de Humanidades e Tecnologias

Iva Janežič, Varaždin Country

Barbara Bauman, Institute of the Republic of Slovenia for Vocational Education and Training

Jitka Fantyšová, Centre of Applied Research and Continuing Education

Ludmilla Pubalova, Centre of Applied Research and Continuing Education

Module 1: Policy, Policy makers and Funding

Introduction

This module provides opportunities for the learner to critical reflect on the impact of proactive policy makers & policy formation on the promotion of inclusive and equitable education. It offers the learner an opportunity to interrogate the broad aims of educational policy as well as the effects of educational policy on practice. It will highlight the importance of policy in grounding successful educational initiatives. It will examine how stakeholders can engage with policy makers to influence educational change and transformation. Through practical examples of national, regional, and local educational policy making provided in the module, it will focus on historical policy formation as well as the key role policy makers occupy in supporting educational initiatives. It will interrogate why support from national, regional, and local policy makers is important for the success of an initiative targeted at educational inclusion. There will be focus on both top-down and bottom-up approaches to policy formation and why both are important in addressing marginalisation, exclusion, and inequality. It will utilise practical policy examples from several EU countries, and the learner will gain knowledge about successful educational policies that specifically address educational inclusion. It will examine the key role funding, particularly sustained funding plays in ensuring educational policy is successfully implemented by schools etc.

Syllabus

This module will examine effective educational policies specifically targeted at marginalised and excluded communities and individuals and how such policies are adopted and implemented by schools and other educational institutions (e.g., further education & training). It will provide examples of the kinds of policy initiatives that are effective in supporting inclusion and addressing educational marginalisation. It will focus on bottom-up and top-down policy formation and will emphasise why both are important elements in the design and adoption of effective inclusive education initiatives. The module will examine the importance of a shared mission and commitment at policy level to equity and inclusion in successful education initiatives. There will be a focus on multi-agency approaches to policy formation and how policy makers can be centrally involved as partners and key stakeholders in addressing educational marginalisation and exclusion. The module will examine the impact policy makers have in driving change, and particularly the importance having a positive mindset, towards successful multi-agency collaboration and partnership working. The module will document examples of initiatives where policy makers at national and regional levels worked at the local level to initiate educational change. It will also focus on the importance of funding and particularly sustained funding on successful policy making and implementation.

Learning Outcomes

Upon completion of this module, the learner will be able to:

1 Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

- Understand the role policy and policy makers play in ensuring educational initiatives addressing inclusion are successful.
- Reflect critically on the policy criteria underpinning successful educational initiatives.
- Evaluate the importance of both bottom-up and top-down policy making
- Recognise the interconnection between policy making and sustained funding to ensure initiatives are successful in the long term.
- Demonstrate a critical understanding of policy formation and evaluation and its relationship to successful educational outcomes for marginalised and excluded groups.

2 Affective: Attitude and Values

- Value policy makers as key stakeholders in the educational field and the role they play in addressing educational exclusion and marginalisation.
- Appreciate how successful educational policy making can contribute to transformative educational practice.
- Appreciate the key role policy plays in sustaining educational initiatives.

Module Content and Lessons

There are five lessons in this module, and they will examine a variety of issues related to the policy context of inclusion in education. To complete this module, the learner required to:

- Listen to the introductory video for each lesson. This video will explain the key focus and main points of each lesson.
- Read the lesson explanation below.
- Listen to the selected videos which will be in sequence.

- Read the associated PowerPoint which accompany the video.
- Read the required readings which are included as links in each lesson.
- Complete the assessment

1 Lesson One: Inclusive Education: Building the Airplane while flying

Inclusion is now considered as a global agenda. International agencies such as the UNESCO, the European Union, the OECD, and the World Bank support and promote inclusive education. Despite the uncertainty of the term's meaning, the main goals and concept of inclusion is accepted world-wide on policy level. Concerning the progress made in implementing inclusive education, there is a considerable growing societal awareness of its benefits.

“Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market”. (1)

“Inclusion in education is a process of enabling all children to learn and participate effectively within mainstream school systems, without segregation. It is about shifting the focus from altering disabled people to fit into society to transforming society, and the world, by changing attitudes, removing barriers and providing the right support.” (2)

“While millions of children across the world do not have the opportunity to learn, people with sensory, physical, or learning disabilities are two and a half times more likely than their peers to never go to school. Making inclusive education a reality means reaching out to all learners, by eliminating all forms of discrimination. Nevertheless, inclusive education is a complex process. It depends not only on supportive policies but more broadly on the cultural transformation of educational systems.” (3)

“Despite the considerable progress worldwide ensuring all children are enrolled in school, many children with disabilities are still left behind. There cannot be barriers to educating children.” (4)

Assessment – Lesson One

The above four quotes are from the websites related to inclusion in education of the 4 major global political organisations mentioned in the opening paragraph. Which citation do you think can be linked to the OECD, the European Union, the UNESCO and the World Bank?

Task 1.1

Visit the recommended websites and read the introductory texts. Browse websites a bit!

1. UNESCO - Inclusive education: Planning school for all
<http://www.iiep.unesco.org/en/inclusive-education-planning-school-all>
2. OECD – Implementing Inclusive Education
<https://www.oecd-ilibrary.org/content/publication/9781848591271-en>
3. European Union – European Education Area: Inclusive education
<https://education.ec.europa.eu/focus-topics/improving-quality-equity/inclusive-education>
4. The World Bank – Inclusive Education
<https://www.worldbank.org/en/topic/education/brief/inclusive-education>

Question 1.2 – possible forum discussion

- Are there differences in the approach of the organisations? If so, what are the possible causes?
- Gather the key policy goals for supporting inclusive education!

Question 1.3

- Gather the possible differences and difficulties among students that education systems, schools, teachers must deal with!
Describe at least 6-8 different reasons why a student could feel exclusion! (*Check available*)
- Which of the following are specific in your country?

Self-check Q1.3 Differences and difficulties: any type of social, material, and behavioural issues, e.g.

- economic condition: poverty, undereducated parents, bad living circumstances
- ability: learning difficulties, physical or mental disabilities
- mental disorders, depression
- behaviour problems
- nationality, migrants background
- ethnical minority, minority language
- gender or sexual identity
- religion, social origin

Presentation: [Inclusive Education: building the airplane while flying](#)

Listen to the 40 minutes presentation of Dr. David Rodrigues, Conselho Nacional de Educação, Portugal! It is also worth listening to the Q&A part following the lecture. Based on the lecturer's definitions:

- what distinguishes *differences* from *inequalities*?
- How would you interpret the 3Bs slogan? (*Belong, Be, Become*)
- What is the key process of learning from implementation experiences? (*reflection to the experiences*)
- Why do you think collaboration is essential?
- How would you interpret the statement: "Inclusion is not a project"?

2 Lesson Two: The historical role of UNESCO in thinking about inclusion: the beginnings and the present

2020 was the 60th anniversary of the adoption of the *Convention against Discrimination in Education* by the UNESCO's General Conference. This Convention highlights States' obligations to ensure free and compulsory education, promotes equality of educational opportunity and prohibits any form of discrimination.

Task2.1

Open the document and read the articles: [Convention against Discrimination in Education. Paris, 14 December 1960](#)

Go through the first 5 articles and summarise the essence in 1 or 2 sentences, and/or assign keywords to each!

Article 1

1. For the purposes of this Convention, the term 'discrimination' includes any distinction, exclusion, limitation, or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

(a) Of depriving any person or group of persons of access to education of any type or at any level;

(b) Of limiting any person or group of persons to education of an inferior standard;

(c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or

(d) Of inflicting on any person or group of persons conditions which are in-compatible with the dignity of man.

ESSENCE AND KEYWORDS: *areas of discrimination, equal chance regarding access to education and quality, right to establish private*

education institutions, right to dignity of man

Article 2

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of Article 1 of this Convention:

(a) The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;

(b) The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;

(c) The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

ESSENCE AND KEYWORDS: every type of alternative education systems (separated by sex, religion, linguistic or other reasons) must ensure the same standards in education

Article 3

To eliminate and prevent discrimination within the meaning of this Convention, the States Parties thereto undertake:

(a) To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;

(b) To ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;

(c) Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries ;

(d) Not to allow, in any form of assistance granted by the public authorities to educational institutions, any restrictions or preference based solely on the ground that pupils belong to a particular group;

(e) To give foreign nationals resident within their territory the same access to education as that given to their own nationals.

ESSENCE AND KEYWORDS: ensuring equal treatment through legislation

Article 4

The States Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

(a) To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;

(b) To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

(c) To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;

(d) To provide training for the teaching profession without discrimination.

ESSENCE AND KEYWORDS: make primary education free and compulsory, increase level of education of population, support teaching profession

Article 5

1. The States Parties to this Convention agree that:

(a) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

(b) It is essential to respect the liberty of parents and, where applicable, of legal guardians, firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and no person or group of persons should be compelled to receive religious instruction inconsistent with his or their convictions;

(c) It is essential to recognise the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:

(i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;

(ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and

(iii) That attendance at such schools is optional.

2. The States Parties to this Convention undertake to take all necessary measures to ensure the application of the principles enunciated in paragraph 1 of this Article.

ESSENCE AND KEYWORDS: strengthening of respect for human rights and fundamental freedoms, liberty of parents to choose school, right of national minorities to carry on their own educational activities

Question 2.1

Look at the figure below, and think about what has changed in over 60 years! Which of the above goals can we think we have already achieved, and what are the new challenges ahead? Are these challenges the same in different parts of the world?



Source: <https://en.unesco.org/sites/default/files/rte-campaign-figures-2020-01-en.jpg>

Assessment – Lesson Two

[Observatory on the Right to Education](#)

Task 2.2

Look for your country's profile on inclusion on the [observatory page of UNESCO](#), and identify the main challenges that your country is

facing based on the UNESCO report.

Take notes of those for your further work!

Read through the reports, then scroll down, and read the conclusions regarding inclusion carefully.

1. <http://www.unesco.org/education/edurights> > Country profiles: *Choose your country!* > Monitoring > Concluding observations of UN treaty bodies
 - Human Rights Council - Universal Periodic Review
 - Committee on the Rights of the Child
 - Committee on the Elimination of Discrimination against Women
 - Committee on Economic, Social and Cultural Rights
2. <http://www.unesco.org/education/edurights> > Country profiles: *Choose your country!* > Educational policies > Inclusive education

3 **Lesson Three: Today's policy initiatives in supporting inclusion in education**

“Inclusive education can improve children’s success at school, strengthen their social and emotional development, encourage acceptance of others... and therefore also contribute to more inclusive societies. To take up this challenge, governments should engage in a process of holistic and systemic reflection, based on rigorous planning.”

Jennifer Pye, IIEP inclusive education specialist

“258 million children, adolescents and youth are out of school”

“65 million primary and secondary school age children with disabilities, at least half of them is out of school (...) “children without disabilities have a literacy rate that is close to around 15% higher than that of children with disabilities”

“Minority language speakers risk being left behind in COVID-19 education responses”

“Bullying rates higher for children with disabilities”

“More than one out of every seven people in the world has a disability”

Sources:

- World Bank: <https://www.worldbank.org/en/topic/socialsustainability/brief/inclusive-education-initiative-transforming-education-for-children-with-disabilities>
- UNESCO: <https://en.unesco.org/themes/inclusion-in-education>

Task3.1

Look at the websites of the global policy organisations (the World Bank and the UNESCO), and get familiar with their initiatives regarding inclusion in education!

Watch this video first! (Also available at the UNESCO’s *Inclusive education: Planning school for all* websites.)

Have you ever considered how lack of basic things that seem essential in developed countries can affect the fate of people in developing countries?



Source: <http://www.iiep.unesco.org/en/inclusive-education-planning-school-all>

World Bank: [Inclusive Education Initiative](#)

In 2019, the Inclusive Education Initiative (IEI) was launched by the World Bank with the support of the United Kingdom's Department for International Development (DFID), and the Norwegian Agency for Development Cooperation (NORAD). Recognising the enormous challenges in addressing the educational needs of children with disabilities at scale, the goal of the IEI is to provide technical expertise and resources to help countries foster more inclusive educational systems, with a view to achieve SDG 4. With the social impacts of COVID-19 (coronavirus) set to disproportionately affect children with disabilities, it is more pressing than ever to reflect upon what went right, as well as to respond to the evolving pandemic.

"In 2030 in low-income countries, under present trends, only one out of 10 young people will be on track to gain basic secondary-level skills."

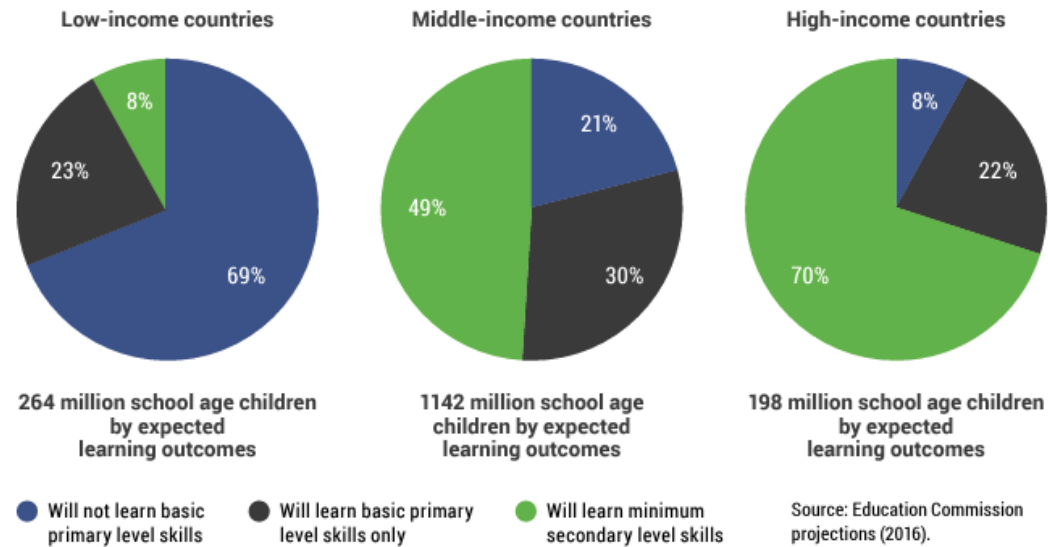
"Education is the smartest investment – benefit-cost ratios are high."

Task3.2

Open the executive summary of [The Learning Generation – Investing in Education for a Changing World](#) report, and get familiar with its main points!

1. Look at the figure below (page 3), and think about the consequences!
2. Turn to page 24, read the chapter titled *Financing Compact for the Learning Generation: 12 recommendations to get all children learning*, and reflect upon them!

A global learning crisis: The expected learning outcomes of the cohort of children and youth who are of school age in 2030



UNESCO: [Inclusion in Education](#)

Inclusive education is a complex process. It depends not only on supportive policies but more broadly on the cultural transformation of educational systems. Since 2018, IIEP-UNESCO has been working to strengthen States' strategies for inclusive educational planning and

management, through actions to raise awareness and promote political dialogue on these issues, as well as training and research. [Sustainable Development Goal 4 on Education and the Education 2030 Framework for Action](#) emphasise inclusion and equity as laying the foundations for quality education.

Raising awareness of issues in disability-inclusive planning

More than one out of every seven people in the world has a disability, according to the World Health Organisation. Among the tens of millions of children affected, many do not have the opportunity to go to school, especially in low income countries. Faced with a lack of data and knowledge on the identity and individual needs of these children, many countries do not know how to ensure their inclusion in their national education system. Persistent stigmatization, the often inadequate adaptation of schools and the lack of training of teachers and of materials to encourage inclusive education makes access to school and to learning even more difficult.

While the transition towards inclusion has begun in several countries, so-called 'segregated' educational systems continue to prevail globally, according to the UNESCO's [Global Education Monitoring Report 2020](#). For the education of pupils with disabilities, national policies provide for a separate system in 25% of countries, an integrated system in 10 per cent of countries and an inclusive system in only 17% of countries. The remaining States apply a mixed system of segregated and integrated teaching.

Source: <http://www.iiep.unesco.org/en/inclusive-education-planning-school-all>



Source: <https://blogs.iadb.org/ciudades-sostenibles/wp-content/uploads/sites/17/2021/10/english-SDG-17goals-poster-all-languages-with-UN-emblem-1.png>

Assessment – Lesson Three

Task3.3

Get familiar with the objectives of the Education2030 strategy, and go through the Monitoring report!

- 1 To what extent do these strategic objectives meet your country's policy goals? If one or more objectives are missing, what do you consider the reason to be?
- 2 If you find interesting tables or charts in the Monitoring report, take notes so that you can use them later!
- 3 Finally, watch some of the videos on the website: <https://en.unesco.org/gem-report/report/2020/inclusion>

Inclusion and education: [All means all animation](#)



4 Lesson Four: Inclusion and Education: ALL MEANS ALL

Do you remember the first lesson's presentation? Could you recall the most important message of Dr. David Rodrigues?

Take some time to interpret the next two figures, then read the historical description in the OECD report (pages 9-11)!

Do you really understand the meaning of the following expressions?

EXCLUSION

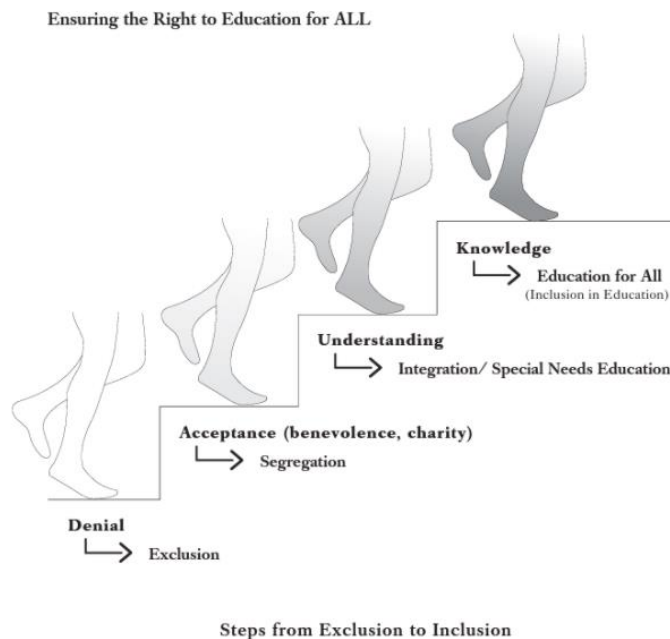
SEGREGATION

EQUALITY vs EQUITY

INTEGRATION

INCLUSION

EDUCATION FOR ALL



Source: *Guidelines for Inclusion: Ensuring 2005. (page 22)*

Access to Education for All, UNESCO

APPROACHES TO PLACEMENT OF CHILDREN WITH DISABILITIES



Source: <http://www.iiep.unesco.org/en/inclusive-education-planning-school-all>
http://www.iiep.unesco.org/sites/default/files/source_iiep-unicef_report_on_the_road_to_inclusion.png

“Historically, three main paradigms of disability and functioning have shaped policies and practices across countries. These are the medical, social, and biopsychosocial models of disability. Main differences reside in the ways in which the three paradigms understand a person’s disability with respect to the environment they live in and the political interventions, policy targets and means necessary to respond to the needs arising from the disability (Table 1.1).”

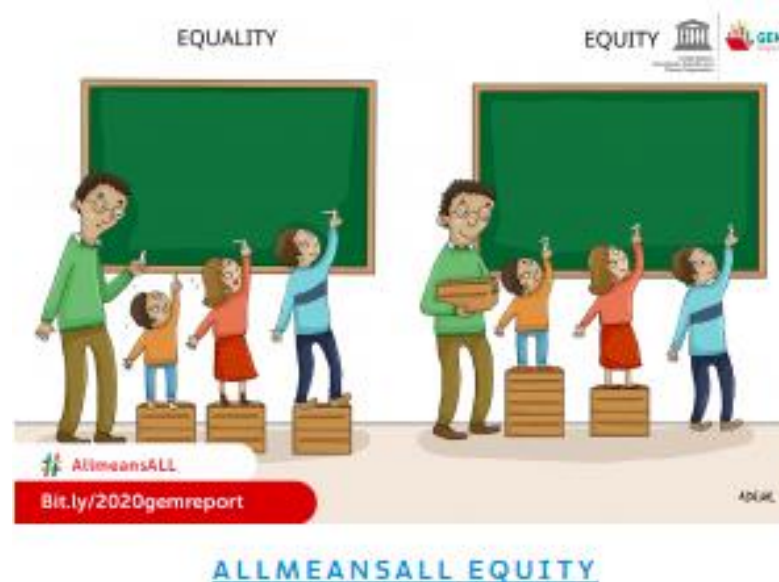
Table 1.1. Medical, social and biopsychosocial models of disability

| | Definition | Target | Means | Political intervention |
|------------------------|---|--|------------------|---|
| Medical | Disability directly caused by trauma or health conditions | Individual changes | Medical care | Reforming health care policy |
| Social | Incomplete integration of individuals in society/environment | Social environment generating a complex collection of conditions | Social action | Considering the question of human rights |
| Biopsychosocial | Disability as a mismatch between an individual and their capabilities with respect to the requirements of the environment they are in | Analyse the environment and accommodate it so it becomes more suitable to a person's disability. | Multidimensional | Multidimensional and functional responses to reduce the gap between the person's capabilities and the environment |

Source: WHO (2007^[2]).

Source: Mapping policy approaches and practices for the inclusion of students with special education needs. OECD Education Working Paper No. 227

Conceptual explanations



Source:

https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000373718&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_d3682741-8fe5-4012-98c6-66d2bb13b7f0%3F%3D373718eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000373718/PDF/373718eng.pdf#p29

Definitions suggested by UNESCO

„An ‘inclusive and equitable’ education is at the core of the SDG 4 ambition (*See Lesson 3.*). Defining equitable education requires distinguishing between **equality** and **equity**, two terms occasionally misunderstood. In a cartoon that has appeared in various versions, a panel labelled equality shows children of varying heights standing on same-sized boxes trying to write on a blackboard, the shortest ones struggling. In the equity panel, they stand on differently sized boxes, all able to write comfortably. However, the representation is misleading (*See figure above*). There is equality in both panels: of inputs in the first, of outcomes in the second. **Equality** is a situation (what): a result that can be observed in inputs, outputs or outcomes, e.g., achieving gender equality. **Equity** is a process (how): actions

aimed at ensuring equality. **Inclusion** is more difficult to define. As used in this report, it mirrors equity. It is a process: actions and practices that embrace diversity and build a sense of belonging, rooted in the belief that every person has value and potential and should be respected. Yet inclusion is also a situation, a result, whose multifaceted nature makes it difficult to pin down. While SDG 4 envisions **inclusive education** as encompassing all children, youth and adults, such education has historically been associated with, and often conceptualized as, education for children with disabilities. The struggle of people with disabilities has therefore shaped the understanding of inclusion.”

Global Education Monitoring Report 2020, Inclusion and Education: All means All, Chapter 1. page 30.

Equality

“...equality means the provision of equal access, from different view of equal treatment. The application of equal treatment will prevent that groups and individuals would be excluded from access to opportunities provided by the society. In other words, equality means the democratic social minimum which ensures that nobody would be disadvantaged because of real or perceived individual features or belonging to a certain group. The law on equal treatment and the promotion of equality (2003/CXXV) aims at the provision of this. It is a legal guarantee for the prevention of measures, actions, mechanisms that directly or latently could cause exclusion. In our interpretation, equality means that different people and groups have the opportunity in the common space and gain access to information, activities, services, equipment in the same way and proportion.” (Varga, 2015:18-19)

“Returning to the question of equality, we may conclude that there are groups and individuals in situations characterised by inequality in all societies. The measures and actions aiming at real equality and equity are implemented to reveal and offset the inequalities. These social interferences can only be productive if the society itself is becoming more and more receptive. The mutuality of this process is shown by the fact that the actions for equality and positive influence shifts towards a tolerant receptive society. It is important to stress, however, that during the process of development inclusion views the system of inequality from the point of the whole society. It creates an interpretational framework in which the reflexes of separation and segregation in the society are eliminated. (...) These days social inclusion is gradually complementing and replacing the notion of equality in scientific and political discourse owing to its complex and modern approach.” (Varga, 2015:43)

Equity

‘Refers to an educational environment where individuals have the opportunity to consider making choices based on their abilities and talents, and make decisions without the influence of stereotypes, expectations and discrimination. This educational environment opens

economic and social horizons without consideration of gender, ethnicity and social status.' (*Education and equity... 1997 id. Radó 2000a:345 in Varga, 2015:23*)

Inclusion

"The notion of inclusion has brought a new approach. Opposed to integration, it shares the view that this type of classification about „deficient groups" does not exist. Inclusion talks about a heterogenous group, where the common assertion gains momentum. We have also been able to observe that in the background of the change that replaced integration with inclusion there is a more democratic approach. This emphasises the relationship of different groups and individuals with the principle of mutuality. The focus of reception is on the environment itself instead of the integrative process that expects the adaptation of the integrated. According to the view of social acceptance, co-existence will be successful if the environment is able to meet the needs and demands of all individuals to the appropriate extent. In other words, inclusivity primarily strives for making the eco-social environment receptive, putting interferences that prevent segregation into the focus. (...) Inclusion is a consciously run social system of effects that counterweights exclusion and is able to prevent the expulsion and discrimination of groups and individuals. At the same time, it ensures access to social goods and opportunities. Inclusion is based on a view that is free of categorisation, where mutual acceptance is a never-ending process, constant work for an ideal when discriminative forces disappear in the society." (*Varga, 2015:44*)

Inclusive educational environment

"Inclusive pedagogy presupposes a system that starts with the recognition and appreciation of the differences between the students. It views the student as an independent personality in its complexity, among others with respect to social, cultural, and individual features. The essence of inclusive pedagogy is the need and the ability to react successfully to the continuously changing demands and the originality evolving from the endless variations of personal features. The schools shaped according to this new concept continuously adapt to the learners in their daily practice with the transmitted subject material content and the applied teaching methods. At the same time, it relies on the identity, experience, knowledge, abilities of the students who attend it and involves the potential partners in the social environment. It is capable of continuous renewal because it admits that without this it would be impossible to react to the changing demands." (*Varga, 2015:53-54*)

Assessment - Lesson Four

List the pros and cons of *diagnosis-centred care and education of learners with disabilities*.

5 Lesson Five: Frameworks of Policy Instruments

An ongoing OECD project, named *Strength through Diversity: Education for Inclusive Societies* published the brand-new report: *Promoting inclusive education for diverse societies: A conceptual framework*.

Abstract

In many countries, schools and classrooms are becoming increasingly diverse along a variety of dimensions, including migration; ethnic groups, national minorities and Indigenous peoples; gender; gender identity and sexual orientation; special education needs; and giftedness. To navigate this diversity, adopting a multidimensional and intersectional lens could help education systems promote equity and inclusion in education and foster the well-being and learning of all students. Such an approach could also support education systems in preparing all individuals so that they can engage with others in increasingly complex and diverse societies. To build equitable and inclusive education systems, analysing policy issues regarding governance arrangements, resourcing schemes, capacity building, school-level interventions, and monitoring and evaluation is key. (...)

Source: Promoting inclusive education for diverse societies, which introduces, OECD 2021.

The overarching policy questions of the OECD's project are the followings:

- How can education systems support equitable learning and well-being outcomes of diverse populations and make systems more inclusive?
- How can education systems support all individuals so that they are able to engage with others in increasingly diverse and complex societies?

The analysis is organized according to five key issues. To ensure inclusive and equitable approaches in education systems, reflecting on the following elements is key:

1. **Governance:** That an overall, systemic framework for governing diversity, inclusion and equity in education is designed.
2. **Resourcing:** That resources are used effectively to support diversity, inclusion, and equity in education.
3. **Capacity Development:** That the system can build capacity for all stakeholders to support diversity, inclusion and equity in education.

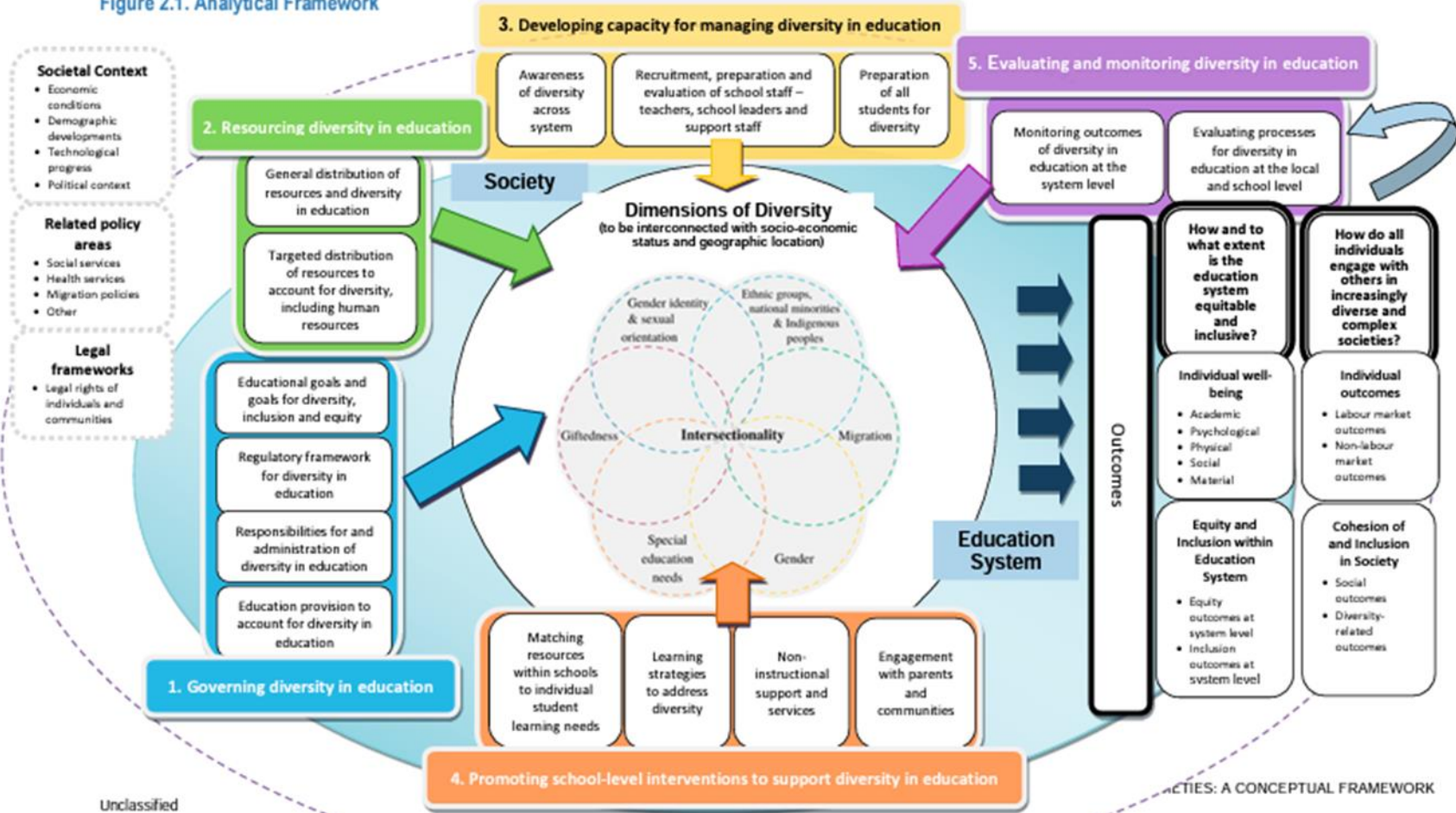
4. **School-level Interventions:** That schools provide effective interventions to support diversity, inclusion, and equity in education.
5. **Monitoring and Evaluation:** That processes and outcomes are monitored and evaluated to support diversity, inclusion, and equity in education.

Each of the various international comparative studies seeks to establish an interpretive framework that allows for a comparison of the policy environments and measures in different countries. These frameworks generally rely on the characteristics of systems that have been shown to be effective in previous research, so an understanding of the framework itself can provide a basis for rethinking policy goals and directions for improvement.

Assessment - Lesson Five

Study the next two figures, and compare the ideas with the main policy areas of your country in the field of inclusion, equity and diversity

Figure 2.1. Analytical Framework



Task5.2

Refer back to the notes you took for Task 2.2 in Lesson 2. Try to fit each element of the UNESCO country recommendations in one of the 5 dimensions of the conceptual framework:

- Governance
- Resourcing
- Capacity Development
- School-level Interventions
- Monitoring and Evaluation

During the cycle of the [STAIRS project](#), two online study visits (to Ireland and Portugal) have been realised. The following five case studies introduce three government-supported, two regional and one local programme of the project partners.

[DELIVERING EQUALITY OF OPPORTUNITY IN SCHOOLS \(DEIS\)](#)

[TRANSFORMING EDUCATION THROUGH DIALOGUE \(TED\) PROJECT](#)

[A SCHOOL FOR EVERYONE](#)

[INCLUSION PRACTICES IN A RURAL ENVIRONMENT – THE CASE OF JOSÉ SARAMAGO CLUSTER OF SCHOOLS AN EDUCATIONAL TERRITORY OF PRIORITY INTERVENTION](#)

[PROMOTING INCLUSION AND VALUING VET COURSES](#)

Task5.3

- Study the Irish and Portuguese good practices described on the ESLplus portal (where available, check out the related video and presentation as well).
- Gather policy objectives and tools and draw conclusions from similarities regarding the main features and key factors of effective national, regional and local policy support.

Based on the common features of the known international programmes, some important general recommendations were formulated by the partnership for policy makers, which are in line with the aspects related to the implementation processes highlighted by the programme owners:

- Combining a top-down and bottom-up approach to development.
- Ensuring autonomy and flexibility at local level with a well-designed, monitored and supported common professional framework.
- Ensuring an important role for the meso level (local education administrations, professional networks, and regional development centres) in the implementation process in order to effectively translate the concepts into daily practice.
- Involving all stakeholders in the planning and the implementation of development programmes.

6 **Lesson Six: Summary**

The module provided opportunities for the learner to critical reflect on the impact of proactive policy makers & policy context of inclusion in education. It offers the learner an opportunity to interrogate the broad aims of educational policy as well as the effects of educational policy on practice. It highlighted the importance of policy in grounding successful educational initiatives. It also provided practical examples of how stakeholders can engage with policy makers to influence educational change and transformation.

Assessment of Module

As a summary of the Policy context module, please check out this short animation video which illustrates with simple and comprehensible tools that the process of policy design and implementation, especially the provision of resources to those working in the field, is an extremely complex, and challenging undertaking.

[Policy Response Animation](#)



[Source: European Policy Network on School Leadership](#)

Module Study Resources

- [https://allmeansall.org.au/portugals-new-school-inclusion-law-small-country-taking-big-steps-spirit-means/Education2030 Framework for Action](https://allmeansall.org.au/portugals-new-school-inclusion-law-small-country-taking-big-steps-spirit-means/Education2030%20Framework%20for%20Action), UNESCO 2016.
- [Global Education Monitoring Report 2020](#), UNESCO 2020.
- [The Learning Generation – Investing in Education for a Changing World](#)
- The EPNoSL Toolkit – School Leadership for Equity and Learning (2015). *Only available in printed version but we can scan it.*
- OECD (2012). Equity and Quality in Education. Supporting disadvantaged students and schools. To be retrieved from: <https://www.oecd.org/education/school/50293148.pdf>
- Ball, S. (1990) Politics and Policy-making in Education. London, Routledge.
- Ball, S. (1994) Education Reform. Buckingham, Open University Press.
- Ball, S. (1998) Big Policies/Small World: an introduction to international perspectives in education policy. Comparative Education, 34(2): 119-130.
- Ball, S. (2017) The Education Debate, 3rd Edition, Bristol: Policy Press.
- Bowe, R., Ball, S. with Gold, A. (1992) Reforming Education and Changing Schools: Case Studies in Policy Sociology. London: Routledge.
- Edwards, A. & P. Downes. (2013), Alliances for Inclusion: Cross-sector policy synergies and inter-professional collaboration in and around schools, European Union: NESET, available at: <https://nesetweb.eu/wp-content/uploads/2019/06/2013-Alliances-for-Inclusion-cross-sector-policy-synergies-and-interprofessional-collaboration-in-and-around-schools.pdf>
- Higgins, A. & R. Bourke., (2017) Bedford Row Family Project: Holding the Suffering Report, Curriculum Development Unit, Mary Immaculate College: Limerick, available at: <https://www.mic.ul.ie/sites/default/files/uploads/21/Summary%20Report%20Bedford%20Row%202017%20web.pdf>.
- Policy Response Animation: <https://www.youtube.com/watch?v=ZSES3J10W-A&t=3s>
- Guidelines for Inclusion: Ensuring Access to Education for All, UNESCO 2005.
- Mapping policy approaches and practices for the inclusion of students with special education needs. OECD Education Working Paper No. 227
- Varga, A. (2015): The theory and practice of inclusion. Pécsi Tudományegyetem – Wlislöcki Henrik Szakkollégium, Pécs

Policy papers:

- COUNCIL OF EUROPE (2014) Education for Change, Change for Education: Teacher manifesto for the 21st century of the conference The Professional Image and Ethos of Teachers, Strasbourg: Council of Europe, available at: <https://edoc.coe.int/en/teacher-education/6733-eduquer-au-changement-changer-leducation.html>.
- OECD (2012). Equity and Quality in Education. Supporting disadvantaged students and schools. To be retrieved from: <https://www.oecd.org/education/school/50293148.pdf>
- UNESCO (1994): Salamanca Statement and Framework for Action on Special Needs Education. Salamanca, Spain, 7-10 June 1994.
- UNESCO (2005): Guidelines for Inclusion: Ensuring Access to Education for All, UNESCO, Paris.
- UNESCO (2009): Policy Guidelines on Inclusion in Education. United Nations Educational, Scientific and Cultural Organisation. Paris.
- UNESCO (2009): Defining an Inclusive Education Agenda: Reflections around the 48th Session of International Conference on Education. Geneva: UNESCO IBE

Webpages:

- EPNoSL Toolkit – School Leadership for Equity and Learning: https://issuu.com/epnosl/docs/epnosl_toolkit_-_final
- European Learning Space on Early School Leaving: www.eslplus.eu
- European Methodological Framework for Facilitating Teachers' Collaborative Learning: www.effect.tka.hu
- Prevent drop out! website: www.crocoos.tka.hu
- STAIRS project presentations and case studies: <https://stairs.tpf.hu/en>